DOCUMENT RESUME

ED 186 499 UD 019 894

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TITLE Proposed Plan for Magnet Schools--Cleveland Public Schools. Section II, Early Learning Laboratory, Cleveland Public Schools.
INSTITUTION Cleveland Board of Education, Ohio.
PUB DATE 29 Jun 79
NOTE 37p.: Not available in paper copy due to reproducting quality of original document. For related documents see UD 019 891-893 and UD 019 895-896. Appendicies have been deleted due to reproducibility factors.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Ancillary School Services; Beginning Reading; Curriculum Design; Early Childhood Education; Individualized Instruction; Inservice Teacher Education; *Language Experience Approach; *Magnet Schools; Nontraditional Education; Parent Participation; Program Proposals; *Racial Integration; *School Desegregation; Teaching Methods
IDENTIFIERS *Montessori Method; *Ohio (Cleveland)

ABSTRACT

The primary goal of the Early Learning Laboratory is to reduce minority group isolation and promote interracial understanding and cooperation in a Montessori-type setting with a language development approach. The 300 students, ages 4-1/2 to 7 years, represent a racially mixed population appropriate to approved criteria. The behavioral competency curriculum reflects a strong Montessori methodology with additional focus on the development of oral and written language. The individualized beginning reading program is designed to take into account the cognitive, affective, and psychomotor domains. Parent and family involvement in the total educational process is seen as a vital component for the success of the school. A major focus of the school is to provide on-going staff inservice training that is targeted to maximize teaching processes for a more effective classroom delivery of curriculum content. Supportive services for students include speech therapy, social services, psychological services and health services. (Author/BE)

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Proposed Plan For Magnet Schools

Cleveland Public Schools

Section II

Early Learning Laboratory, Cleveland Public Schools

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

Cleveland Board of Education

Cleveland, Ohio 44114

UDO 19894

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PROPOSED PLAN FOR MAGNET SCHOOLS

CLEVELAND PUBLIC SCHOOLS

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Funded in part by the Emergency School Aid Act under section 608(a) of the Act

OCT 2 3 1979

EARLY CHILDHOOD EDUCATION

Early Learning Laboratory

Cleveland Public Schools

"The child has his own laws of development . . . it is a question of following these . . . not imposing ourselves upon him."

- Maria Montessori

For more information, contact the principal.

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I. INTRODUCTION

The Early Learning Laboratory will become operational in September of 1979, following a planning period during which teachers are selected and oriented to the project, and the general instructional framework is developed and refined. The 300 students, ages 4-1/2 to 7 years, who will be enrolled in the Center will represent a racially mixed population appropriate to approved criteria. The primary goal of the Center will be to reduce minority group isolation and/or promote inter-racial understanding and cooperation in a Montessori-type setting with a language development approach. This approach will include a behavioral competency curriculum which reflects a strong Montessori methodology, with additional focus on the development of oral and written language. The approach will also individualize the beginning reading program inclusive of the cognitive, affective, and psychomotor domains. Parent and family involvement in the total educational process will be a vital component for success of the school. A major focus of the school will be to provide on-going staff inservice, targeted to maximize teaching processes for a more effective classroom delivery of curriculum content. Supportive services for students will include speech therapy, social services, psychological services and health services.

Site Description

The Early Learning Laboratory will be located in Hicks Elementary School. This modern facility with open space areas, classrooms specialized areas, and media resource centers will provide the responsive environment necessary for the program. Located in the near West Side area of Cleveland, the Hicks facility is in a central area which is not identifiable with any one ethnic group. It has the potential of attracting diverse students from throughout the city.

The physical layout of the building is appropriate for young children--including space, lavatories, sinks, pay area, etc. The proposed program requires flow-space between rooms and/or areas and this building lends itself to this requirement. There is ample parking space for parents and volunteers who will be involved in the program. Also, many community resources are available to complement the program.

Hicks Elementary School fits the above criteria in every way. Student displacement does not appear to be a problem which cannot be worked out easily as this facility is under utilized presently. (See Appendix A for a detailed description of Hicks School.)

Uniqueness of Program

The classroom and instructional design will include, but not be limited to, the following elements:

- Learning centers for specific subject areas
- Peer and cross-age groupings
- Responsive environment

- Self-corrective Montessori materials (not available in any other elementary schools)
- Specialized rooms/areas for large muscle activity, movement and motor development
- Reference/resource rooms for staff and parent use

Classrooms will operate with an integrated day. The principal, as the director of instructional teams, will involve teachers, aides and ancillary personnel in working with young children individually and in small groups.

Work areas unique to this method include:

- Practical Life
  - Elementary movement
  - Care of person (becoming independent)
  - Care of environment
  - Concern and care for people in general
- Sensorial
- Language (verbal and written)
- Math (concept of number)
- Cultural Subjects

Comparison of traditional practices with Montessori reveals the uniqueness of the program.

*COMPARISON OF TRADITIONAL EDUCATION WITH MONTESSORI

TRADITIONAL	MONTESSORI
. children grouped chronologically, one age per class	. age span of three years in a class
. heavy emphasis on grades and marks	. self-development as prime motivation
. much information dispensed by lecture by lecture	. children in direct contact with content-mathematics materials, sensory materials, maps, etc.
. teacher corrects pupil's errors	. many materials self-correcting
. class as a group studies one subject at a time	. children study various subjects individually or in small groups in different parts of the room
. schedule of classes each forty-five or fifty minutes in length	. child follows "inner teacher" long block of time allows concentration
. relatively frequent interruptions; bells, teacher intervention	. relatively few interruptions
. class seated at desks much of the time in rows	. students working at tables, on floor; freedom of movement
. postponement of 3 R's until first grade	. many fundamentals of "tool subjects" learned pre age six
. basal readers	. greater flexibility in reading
. lack of concentration on a school task; short attention span	concentration for several hours or more on a single school task- "explosion in learning"*
. need for external controls, rewards	. intrinsic motivation, self-discipline through "auto formation"
. difficulty in abstracting	. "ordered mind," prepared mind; rapid classifiers
. unwilling to risk failure	. self-confident; make "conquests in the environment"

*COMPARISON OF TRADITIONAL EDUCATION WITH MONTESSORI cont'd

TRADITIONAL	MONTESSORI
. poor speech; functionally limited	. "word lovers;" reading and writing pre age six
. habitually do not finish a job	. complete "cycles of Activity"
. limited work habit training	. have developed "habit of work" in "Exercises of Practical Life"
. impulsive acting-out or passivity withdrawal	. self mastery; "psychic equilibrium"
. noisy, shouting or apathetic	. enjoy "lesson of silence"
. environmental apathy	. care for environment; child's love of environment"
. basically a teacher controlled learning situation; class "plugged into teacher"	. auto-education; individuals "plugged into materials
. relatively more group work	. more individual work
. freedom of choice limited by relatively few materials	. freedom to choose from wide range of materials
. considerable restriction of movement	. freedom of movement
. no definite procedures corresponding to Practical Life Exercises	. definite Practical Life Exercises to teach care of self- and environment
. nonsequential material across subject areas	. didactic material for mathematics, geography, biology, etc.
. no systematic sensory education	. sensory education a major component of method
. readiness approach to the 3 R's	. step-by-step introduction to reading and writing

*Excerpts from MONTESSORI FOR THE DISADVANTAGED
Reprinted with permission of Mr. R. C. Orem

Needs Assessment

An Early Learning Laboratory will meet the critical need in Cleveland for offering quality educational alternatives within a desegregated setting at the early elementary level. The implementation of the Early Learning Laboratory is one response to the federal mandate.

Parents within the community have identified the need for magnet programs and, more specifically, the need for a program offering a Montessori-type program. Local surveys such as that given to a group of parents (November 1978) in which 90.6 percent of the respondents indicated that they would like their son or daughter, to attend a magnet school have supported movement toward magnet schools. Approximately 67 percent of these respondents indicated that they thought a Montessori-type magnet with a self-paced program to promote classification skills and self-discipline would meet students' needs.

In addition, longitudinal findings by the Division of Research indicate a consistent need for improved language development skills as related to the reading process. This need is supported by the Language-Arts Division with a strong recommendation by Mrs. Rita Schlatterbeck, supervisor of Reading-Language Arts, as a vital component in acquiring literary skills.

The availability of quality program options which appeal to both minority and majority parents will greatly reduce the trauma involved in desegregation and the feeling parents have of losing control over their child's education. Traditionally, parents have been forced to send their child into the private sector if they desired a Montessori-based education for their child. For low-income parents, this option is really non-existent.

A Montessori-type program which emphasizes early language development, available within the public schools will appeal to all races, and will greatly increase the likelihood of positive peaceful desegregation. This conviction has been reinforced by the Parent Advisory Committee during the planning phase.

Another need which will be addressed by this program is the broadening of teacher experience and education in a strategy of instruction which is unfamiliar to most teachers. Teacher instruction at universities and colleges, although emphasizing language development, does not focus on specialized strategies for early childhood language development or train teachers in Montessori techniques. The current request will provide for extensive pre-service and in-service for teachers and other instructional staff who will be teaching at the Laboratory, and also establishe the Laboratory as a demonstration site. This will allow dissemination of pertinent information relative to identified successful teaching strategies and program activities to other staff working in a desegregated setting.

Contributions of Resource Persons

The following consultants have provided technical assistance in the planning phase of the Early Learning Laboratory Magnet School. Service will continue during implementation.

Local

1. Dr. Jean K. Miller, Principal, on-going consultant
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   Milwaukee Public Schools
   MacDowell Montessori School
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   Milwaukee, Wisconsin 53233

2. Dr. Rita Dunn, Professor
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   School of Education
   St. John's University
   Jamaica, New York

3. Mr. Joseph T. Murray, Assoc. Superintendent
   Instructional Services
   Buffalo Public Schools
   City Hall Room 701-D
   Buffalo, New York 14202

4. Dr. Rae Rosen, Supervisor in Charge
   Montessori School/Bennett Park Center
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   14204

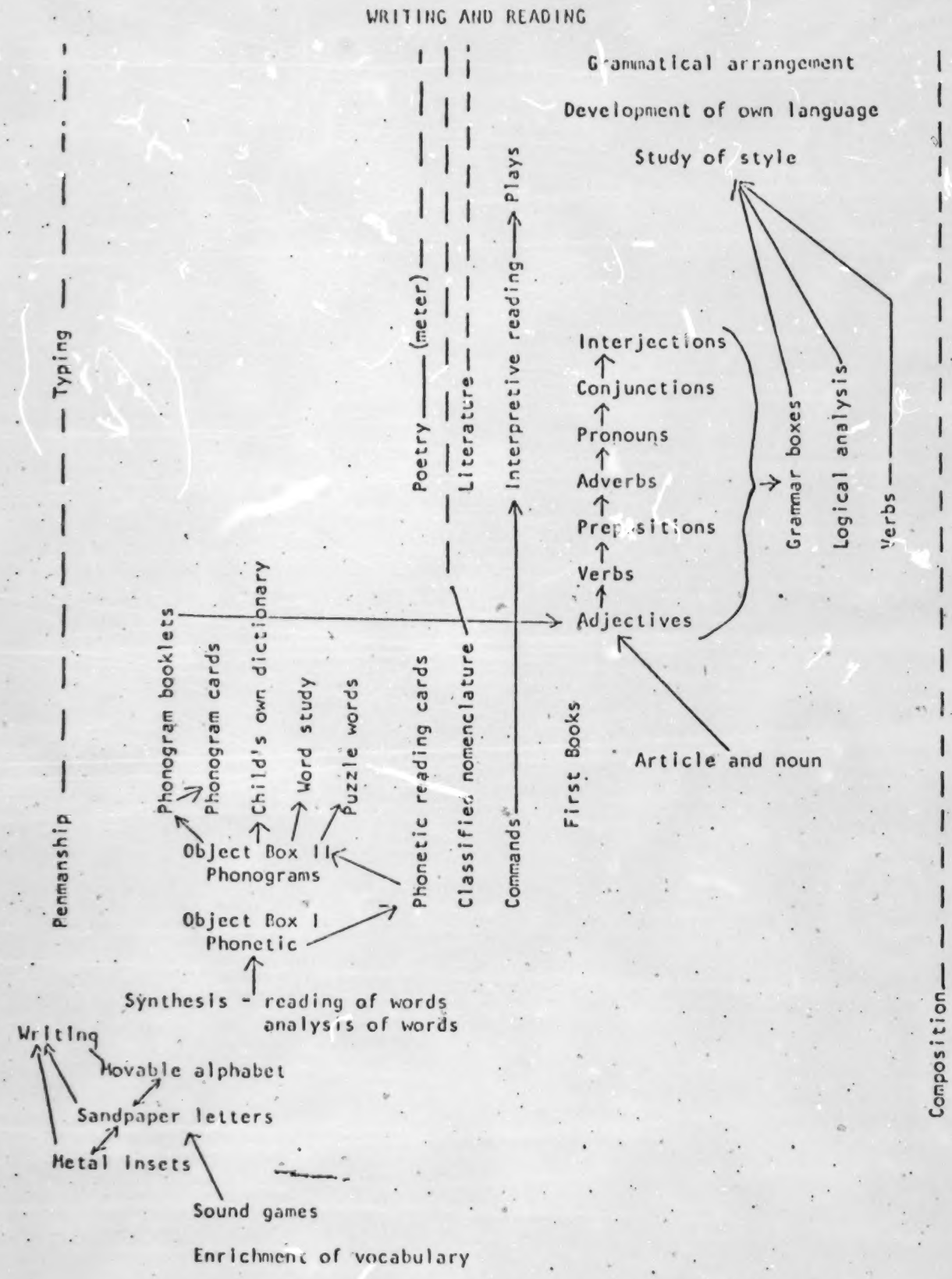
5. Mr. Timothy Souers, Montessori Coordinator
   MacDowell School
   1706 West Highland Avenue
   Milwaukee, Wisconsin 53233

II. CURRICULUM RATIONALE, DESCRIPTION

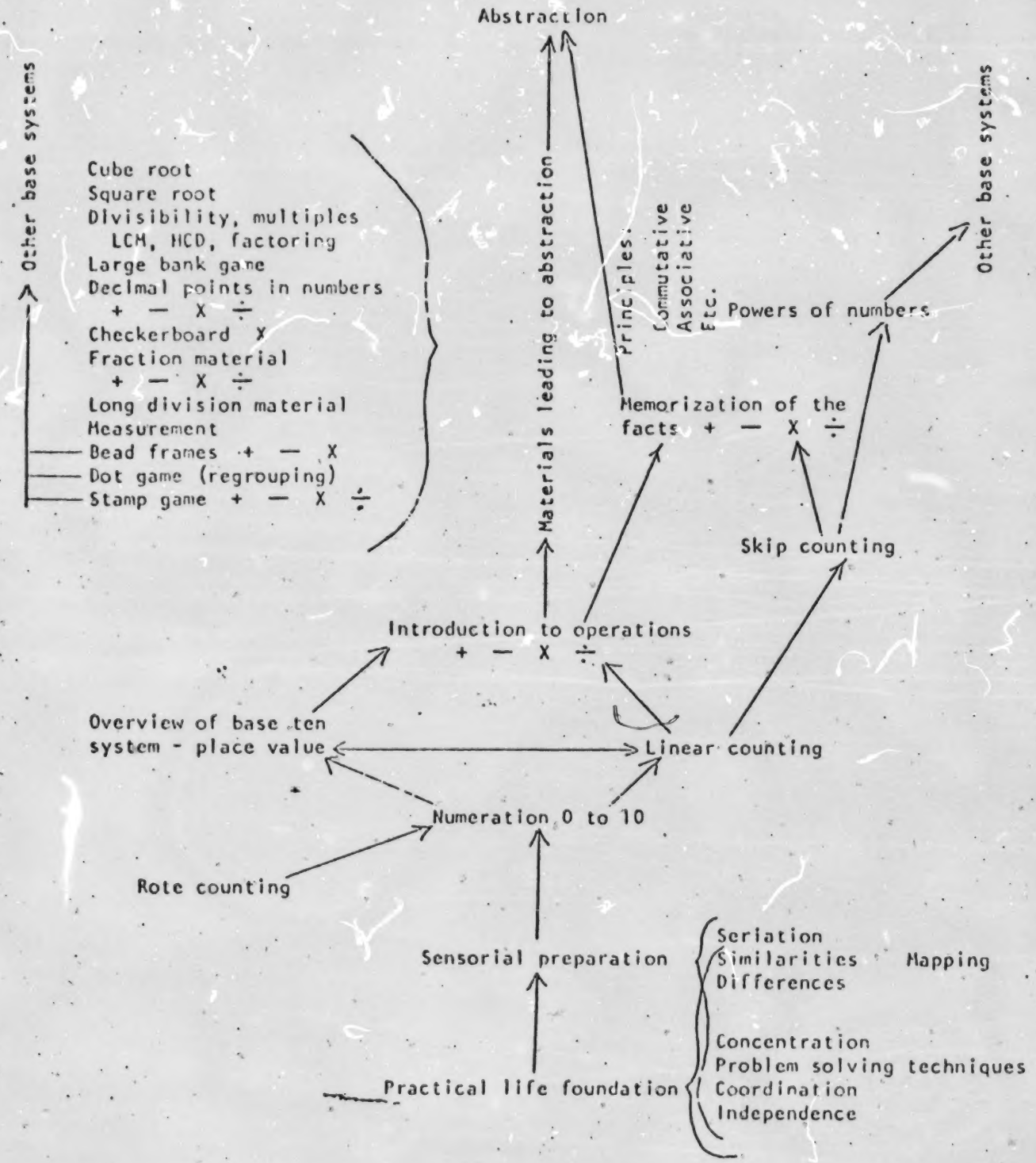
An Early Learning Laboratory Curriculum Guide is being developed that integrates the scope and sequence of all subject areas (cognitive & affective across grades Kindergarten through 2 focused on:

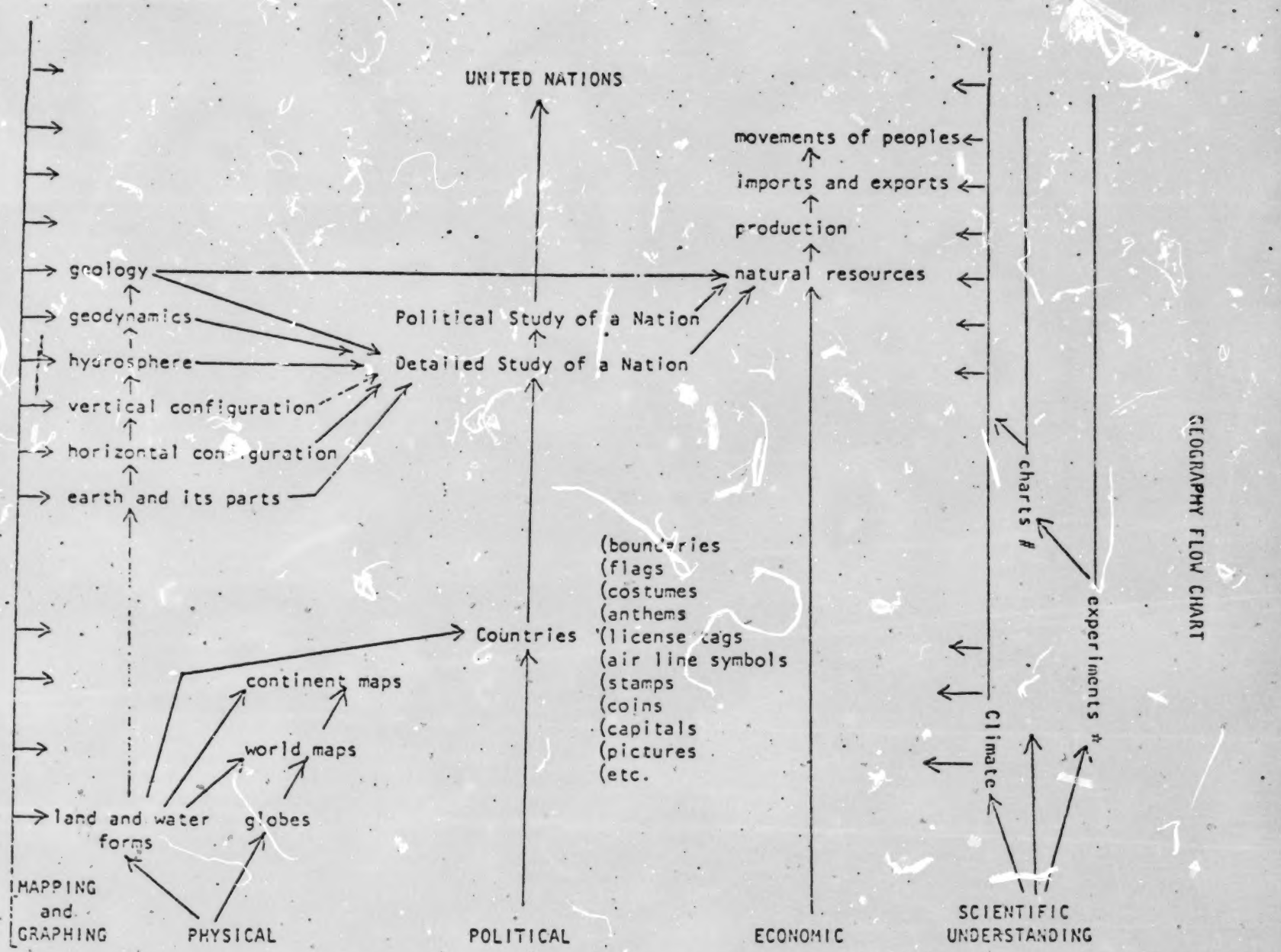
Montessori Traditional Language Development Parent Involvement

Curriculum flow charts that follow deleniate specific areas to be addressed.


WRITING AND READING
Grammatical arrangement
Development of own language
Study of style
Typing
Poetry
(meter)
Literature
Interpretive reading
Plays
Interjections
Conjunctions
Pronouns
Adverbs
Prepositions
Verbs
Adjectives
Grammar boxes
Logical analysis
Verbs
Phonogram booklets
Phonogram cards
Child's own dictionary
Word study
Puzzle words
Phonetic reading cards
Classified nomenclature
Commands
First Books
Article and noun
Penmanship
Object Box II
Phonograms
Object Box I
Phonetic
Synthesis - reading of words
analysis of words
Writing
Movable alphabet
Sandpaper letters
Metal insets
Sound games
Enrichment of vocabulary
Composition

MATHEMATICS FLOW CHART





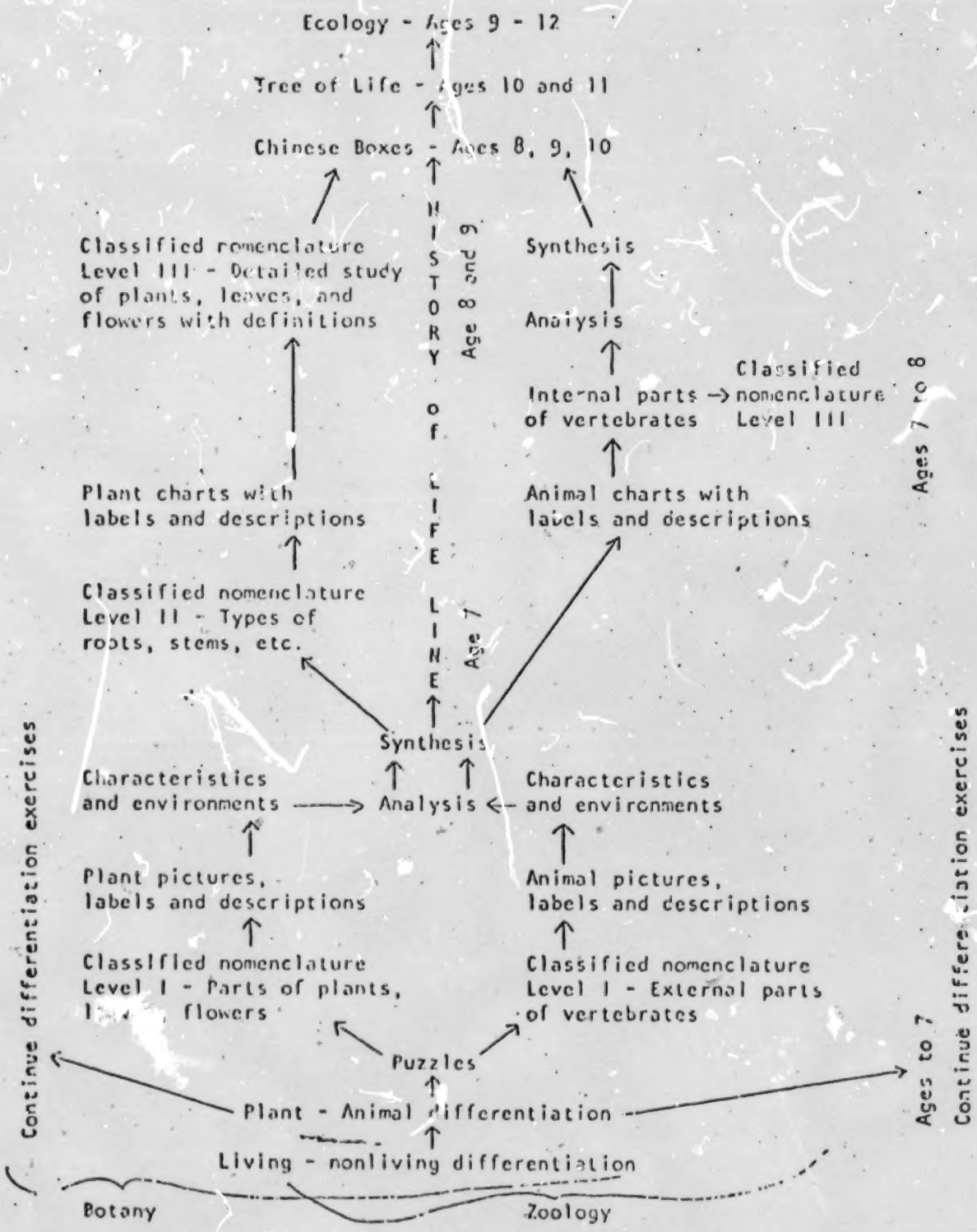
GEOGRAPHY FLOW CHART

* To help the child understand the great laws of the universe and to give basic technical terms

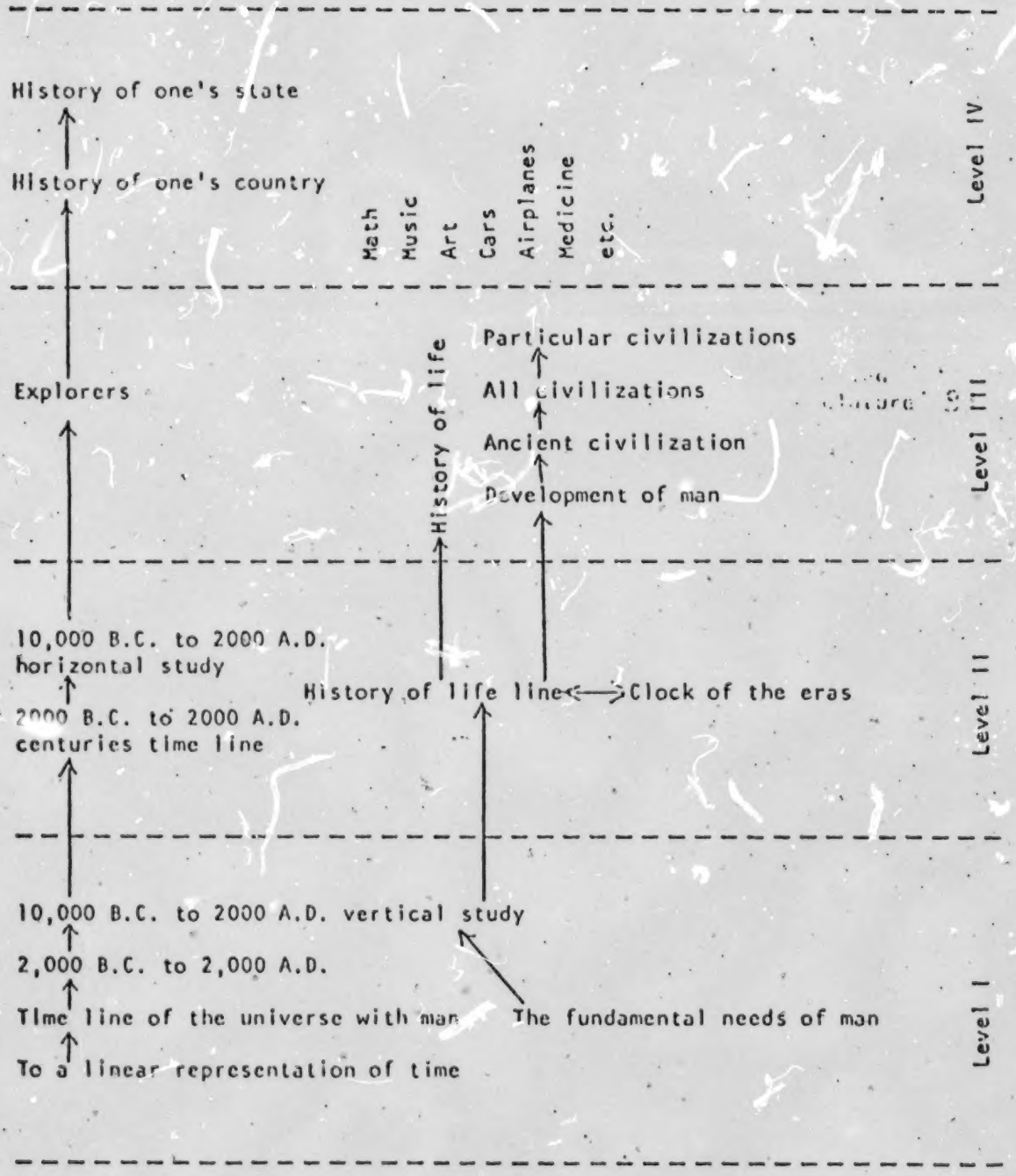
\# To show how the Earth formed and developed and how life is maintained

9.c

BIOLOGY FLOW CHART


Ecology - Ages 9 - 12
Tree of Life - Ages 10 and 11
Chinese Boxes - Ages 8, 9, 10
HISTORY OF LIFE LINE
Age 8 and 9
Age 7
Ages 7 to 8
Classified nomenclature Level III - Detailed study of plants, leaves, and flowers with definitions
Synthesis
Analysis
Internal parts of vertebrates
Classified nomenclature Level III
Plant charts with labels and descriptions
Animal charts with labels and descriptions
Classified nomenclature Level II - Types of roots, stems, etc.
Synthesis
Characteristics and environments
Analysis
Characteristics and environments
Plant pictures, labels and descriptions
Animal pictures, labels and descriptions
Classified nomenclature Level I - Parts of plants, flowers
Classified nomenclature Level I - External parts of vertebrates
Puzzles
Plant - Animal differentiation
Living - nonliving differentiation
Botany
Zoology
Continue differentiation exercises
Ages to 7
Continue differentiation exercises

HISTORY FLOW CHART



Creative Art

In the Montessori elementary school, the adult aids the child in the development of skills in order that the child may creatively express himself through various media. In addition to art expression for its own sake, art is an integrating factor for the rest of the curriculum. The child may utilize it in such things as geometrical drawings, geographical maps, mathematical graphics, or illustrations for history, botany, zoology, social studies, geology, geography, architecture, physics, etc. With a variety of techniques and media at his disposal, the elementary aged child may choose appropriate forms of artistic expression for other areas of the curriculum.

Music

Music in the Montessori elementary school consists of seven related elements which are:

- Singing
- Audition
- Music theory and ear training
- Eurythmics
- Composition
- Production of music
- History and Literature

Singing provides opportunities for:

- Understanding scales
- Expressing feelings
- Understanding other areas of the world cultures and eras

In relation to the entire Montessori program, music is an integral part of the integrated curriculum. It is related to mathematics, to language, to science, to history, etc.; and, therefore, it emerges frequently in the life

of the class. In the study of music history, the children may do research on the development of music and express this research in a time line. They may relate the instruments, composers, musical forms and literature to the country of origin, art, architecture, politics, etc. of the times.

Physical Education

It is difficult to separate physical education from other areas of the curriculum, as it is an integral part of the whole curriculum. Gross motor movement is promoted from the very beginning in the school environment. The children move about freely a great deal--whenever they need to move. In an ideal environment, there is the promotion of movement and the refinement of movement. Climbing apparatus and other materials for large muscle development will be available.

Opportunities to develop fine movements, especially the pincer grasp, are provided in the materials themselves. The ultimate in muscle control--the total inhibition of movement--is practiced in the silence exercises.

In addition to the above, the provisions for a full-length mirror and periodic weighing and measuring aid the development of the children's perception of their bodies in space.

Biological studies relating to physical education include human anatomy, physiology, and nutrition. Practical life areas such as carpentry, sewing, weaving, etc., and movement activities in the music area also relate.

Specific, separate physical education activities including movement will vary according to the availability of space and programming.

The school day will be divided into large blocks of time which will allow the pupils adequate opportunities to become involved in research and creativity and to concentrate deeply on the materials.

SAMPLE

KINDERGARTEN SUGGESTED SCHEDULE

Kindergarten

Work - 2 hrs.
Creative Arts - 1 hr.
Lunch - 1 hr.

5 hours 20 minutes

Music - 20 min.
Story & Poem - 20 min.

Large Muscle - 40 min.

Alternate*-Library Period - Planning once per week
Science Lab.
* Creative Dramatics Planning (Upstairs Room) once per week
Social Studies
40 min. * Planning Period for Teacher
Audio-Visuals - Group
Aide Teachers - Music & Story (1 day per week)

= 3 (40 min.) planning periods per kindergarten teacher

SAMPLE

FIRST & SECOND GRADE

9:00-11:00 - Language Arts (including oral language)
(reading)
(handwriting)

Mathematics
Teacher's Role
9:00-9:15 - Teacher Guides children get into the materials
9:15-9:35 - Reading Period I
9:35-9:50 - Teacher interacts
1. checking
2. introducing
3. reinforcing
9:50-10:10 - Reading Period
10:10-10:30 - Teacher interacts
10:30-10:50 - Reading Period
10:50-11:00 - Finish Tasks

11:00-11:30 - Music, Story, Poetry (Teacher records clean-up)
or Large Muscle

11:30-12:00 - Vice Versa
11:30-11:50 - Outdoor Play
11:50-12:10 - Lunch

12:10-1:10 - (Social Studies - Science) Science Lab. take turns
1:10-1:55 - Creative Arts Room - Library
1:55-2:55 *Read-In - Small Group Instruction (Math - Phonics)
Handwriting
2:55 - Dismissal

In-Service - (Building Sub.) Trained Montessori

Interface: Traditional/Montessori

The goals for various subject matter areas found in Toward Dynamic Curriculum, the school system's master curriculum overview for grades Kindergarten through 12, will interface comfortably with the uniqueness of the Early Learning Laboratory. The scope and sequence chart attached indicates the goals across the system, consistent with State requirements. (See Appendix, Chart II) The basic Kindergarten curriculum will be expanded, as will traditional primary grade procedures.

Subject areas supervisors have been involved in the planning and integration of all phases of the Laboratory to insure continuity and adherence to State standards.

Pupil Assessments

Pupil progress will be closely monitored for continuous progress. Teachers will utilize inventories, screening devices, and informal and formal test instruments to assess pupil readiness, cognitive progress, and student needs. (i.e., class assessment took, student evaluation form, observation checklist, individual child assessment form). Both criterion reference and imbeded tests will be used at the completion of specific skill sequences. Findings will be shared with parents. Careful record-keeping will be necessary to accomodate the individual needs of every child. Staff will plan and implement appropriate programming as a team on which the family is included.

Reporting pupil progress to parent become a vital component of the progress.

- A student progress report has been developed for the specific use of teachers at the Early Learning Laboratory.
- The comphrensive checklist will be used to record pupil progress.
- Parent conferences will be held on a regular basis to thoroughly examine pupil progress.

STAFFING PATTERN

Staff shall include:

1 Principal	1 Resource Writer
12 Teachers	1 Clerk
12 Instructional Aides	1 Speech Therapist
1 Montessori Trained Staff Aid	1 Psychologist (1/2 time)
1 Early Childhood Specialist	1 Social Worker (1/2 time)
1 Reading Resource Teacher	1 Nurse (1/2 time)

Announcement of vacancies for administrative and instructional staff were sent to all Cleveland Public schools, headquarters staff, supplementary facilities, and the Cleveland Teacher's Union. All applicants were visited on site and selected by a representative of the Division of Personnel and the principal/planner for the Early Learning Laboratory. The criteria for selection of the instructional staff included:

- Appropriate teaching certificate
- Evidence of satisfactory classroom teaching experience in the Kindergarten-Primary Division of Cleveland Public Schools
- Montessori training experience desirable
- Ability to work harmoniously with administrators, parents, and pupils in an integrated setting
- Ability to work well in a Montessori type learning environment
- Demonstrated flexibility in working as a member of a team
- Willingness to spend the additional time necessary to effectively meet the challenges, objections, and purposes of the school
- A commitment to the program philosophy and goals
- Availability for pre-service workshops in July and August 1979.

It should be noted that the advent of a specially screened staff of master teachers and experienced, trained educational aides should provide a rare opportunity to maximize learning opportunities for every child.

LEARNER CHARACTERISTICS

The child is a whole being whose physical, emotional, and cognitive parts are interrelated. The Montessori approach fosters this unity of the child which should be maintained in a school setting.

Montessori considers the life of the child to be developmental continuum --each stage having its base in the preceding one and each stage, in turn, preparing for the next. If education is to be a help to the life of the child, it too must be considered as a continuum. Children before the age of six are very different from children after the age of six. The transition between the two stages is generally very gradual and it occurs at different times for different children. Classroom organization, management, and flow will reflect individual developmental needs which will vary considerably within the given population.

The child before age six has a sensorial relationship to his environment he develops through his senses. His essential task is to sort our reality. The newborn enters a world of apparent chaos from which he must make order. He needs to acquire coordination--that is, a mastery of his movements. He needs to acquire a degree of independence in his self care, to build the length of his concentration span, and to acquire problem-solving techniques. He should acquire a fund of facts and impressions. He is primarily interested in WHAT and WHERE. This is facilitated if he is able to build a positive self-concept through relationship with loving adults who have prepared a good physical and emotional environment for him.

While the child before age six is egocentric in order to concentrate on the important task of building his individual self, the primary child is outgoing and social. Psychologically, he breaks out of the confines of his family to join his peers in the establishment of small groups or miniature communities in order to develop laws for themselves which will be adequate to govern their small society. In addition, primary-age children want to work together on an overview of culture, all that man has discovered and developed up to now, encouraging mutual respect and understanding of the contributions of others.

It is essential that the material environment be orderly for the child before age six. As soon as he has internalized the order of the environment, he may discard the external order. This occurs during the early elementary years and it occurs at the same time the child is able to conserve in the Piagetian sense. It is necessary, therefore, to have an environment in which each child may work at his own pace.

A developmental chart indicates the dynamics of development that best describe the learner to be served. (See Chart I in appendix)

GENERAL EDUCATIONAL OBJECTIVES

Physical Objectives

- A body whose movements are mastered and controlled
- The fine coordination necessary for writing and manipulation of materials
- The ability to perform in some sports which may be carried into adulthood

Emotional Skills

- An awareness of one's own feelings
- Sensitivity to and consideration for the feelings of others

Emotional Objectives

- A good self image

Intellectual Skills

- The mastery of the necessary tools or skills (such as reading, writing, etc.) in order to be able to pursue knowledge
- An understanding of how to find information and use various media

Intellectual Objectives

- A learner who becomes independent of the adult

Content Objectives

- An understanding of the evolution of life and a feeling of responsibility toward aiding further evolution
- An understanding that all men have the same basic needs and an appreciation for the variety of ways in which those needs are met
- An awareness of the interdependence of man and nature, with a responsible feeling toward an ecological whole
- An awareness of the interdependence of men and nations, with a desire for cooperation and peace

The Montessori curricula will be coordinated with the various subjects of the regular curricula in the Cleveland Public Schools.

The subject matter areas that will be taught in the Early Learning Laboratory are:

ENGLISH LANGUAGE ARTS

Reading - Developmental Skill, Literature

Language - Grammar, Creative Writing

Spelling and Handwriting

MATHEMATICS

Concept Development

Computation Skills

Application

SOCIAL STUDIES

Geography

History

Economics

SCIENCE

Life Science

Earth Science

Physical Science

HEALTH

Emotional

Physical

Social

PHYSICAL EDUCATION

Body Awareness

Body Performance - Movement

Sociological Behavior

Psychological Self-development and Self-understanding

MUSIC

Music Notation

Musical Performance

Musical Creativity

VISUAL ARTS

Art Appreciation

Making Art Objects - Composition, Tools and Processes, Development of Creative Statement in Art

INSTRUCTIONAL ENVIRONMENT

The Montessori-style classroom will be arranged in a flexible but orderly, stable environment. A variety of work areas must be provided so that children may choose the area appropriate for whatever work they pursue. Learning Centers will be arranged to maximized use of space for specific concept formation, manipulation, exploration and concentration. Various work areas may be: sheltered areas for privacy, tables for individual, tables for groups, rugs and pillows on the floor, uncarpeted floor space, space for science experiments, an area for production of music and exploration of sound, an area for art activities. The classroom should have access to an outdoor area for science, botany, zoology, and recreational purposes.

The school environment should be arranged so that the greatest possible independence may be enjoyed by the children. Such items as an available lavatory, a water supply within the room itself, an accessible library, a kitchen, and a rest and relaxation area free the children from dependence upon the adult for permission and eliminate the difficulties which may arise when children must leave the classroom. The care of the environment may be organized and carried out by the children themselves with an emphasis on order.

The materials in the Early Learning Laboratory will focus on one concept at a time and provide for a series of steps or moves of graded difficulty. These materials encourage the child's spontaneous involvement and wide-range repetitive use. The materials provide "keys" to fundamental concepts which reveal themselves to the child as he manipulates them. They will allow the child to go beyond the basic concepts as far as his interests guide him.

STAFF DEVELOPMENT

Human Relations workshops are being planned for the entire staff by the Staff Development Department of the Cleveland Public Schools and KEDS Desegregation Assistance Center of Kent State University for June, 1979. The workshop content will include:

- Definition of the concepts
- Commitment to the educational program
- Learning techniques of cooperative and shared working arrangements
- An understanding of basic human relations in a diverse racial/ethnic setting
- Helping parents understand the complexities of a diverse school with a diverse racial/ethnic composition
- Recognizing and reducing the anxieties of youngsters, parents, and teachers who are undertaking a new experience

A three-week intensive pre-service institute will be co-sponsored by the Division of Early Childhood Education and Cleveland State University during the summer of 1979 for the entire staff. The institute will focus on the adaption of Montessori principles of education in the public school grades pre-school through three. The institute agenda will include:

- Planning and maintaining a classroom environment
- Using Montessori materials
- Observing and recording pupil behavior and varied learning styles of children
- Developing Curriculum

In-service sessions will be held on a regular basis throughout the school year.

SUPPORTIVE SERVICES

The supportive services staff will include a speech therapist, psychologist, nurse, and social worker. These personnel will be part of a referral team and will focus on the liaison between home and school.

The members of the supportive staff from the Early Childhood Education Department will operate as a cooperative team to aid in the child-study process. In addition, the regular resources offered to all CPS will be available to provide service to pupils.

Ongoing technical assistance has and will continue to be provided to the Early Learning Laboratory staff on a consultant bases by the Cleveland Montessori Foundation under the supervision of the director Dr. Jean Miller.

PARENTAL INVOLVEMENT

Parents of children in the Early Learning Laboratory will be urged to participate fully in the total educational program as classroom volunteers, committee members, advisory personnel, resource room, consumers, observers and educational reinforcers in the home.

Voluntary parent in-service programs offering suggestions to parents on such topics as setting up the home environment for independence in the child's self-care, and conducting home learning activities for language development, safety, and discipline will be provided by appropriate laboratory staff and/or other consultants. These in-service programs can also provide an integrated setting for parents to meet and discuss common problems in child-rearing, and to participate more fully in the educational process. Parent volunteers will be recruited and trained as a part of the instructional team whenever possible.

Parents will be asked to make a commitment to the program by agreeing to:

- Leave their children in the program for a full year
- Spend at least two scheduled parent-teacher conferences per year which will be mutually agreeable
- Support the school administration in enforcement of all school regulations established to insure safety and order inside and outside of the building, as well as on the way to and from school.
- Reinforce what is learned in school in practical life experiences at home and in the community

III. SCHEDULE OF IMPLEMENTATION

Early Learning Laboratory

Critical Event	Beginning Date	Completion Date
Materials and equipment ordered	July 2, 1979	July 2, 1979
Instructional staff hired	July 2, 1979	July 2, 1979
Students and parent/guardians notified of enrollment	July 2, 1979	July 6, 1979
Parent/guardians sign and return enrollment agreement forms	July 2, 1979	July 20, 1979
Instructional staff pre-tested on knowledge of Montessori and language development techniques	July 9, 1979	July 9, 1979
Pre-service course for instructional staff on Montessori methodology	July 9, 1979	July 27, 1979
Advisory Committee reviews progress and makes recommendations	July 15, 1979	Ongoing to June 30, 1980
Pre-service course for instructional staff on specific teaching tasks	August 6, 1979	August 10, 1979
Pre-service course for instructional staff on specific teaching techniques	August 27, 1979	August 31, 1979
Principal and aides prepare classrooms for school opening	August 27, 1979	September 4, 1979
Five comparison schools selected for evaluation	August 27, 1979	September 4, 1979
Students report and implementation of early learning laboratory instructional approach begins	September 5, 1979	Ongoing to June 13, 1980
Student achievement pre-tests administered	September 17, 1979	September 28, 1979
In-service training sessions scheduled and conducted	October 1, 1979	Ongoing to June 13, 1980
Interim performance report submitted	February 1, 1980	February 1, 1980

III. SCHEDULE OF IMPLEMENTATION cont'd

Critical Event	Beginning Date	Completion Date
One-day site visitations planned and conducted for other school staffs	March 30, 1980	Ongoing to May 30, 1980
Student achievement post-tests administered	May 12, 1980	May 23, 1980
Instructional staff post-tested on knowledge of Montessori and language development techniques	May 26, 1980	May 30, 1980
In-service workshops for instructional staff on evaluating and refining program	June 16, 1980	June 20, 1980
Final performance report submitted	September 29, 1980	September 29, 1980
Dissemination of evaluation results to appropriate administrative, advisory and community groups	September 29, 1980	Ongoing

IV. EVALUATION

The Division of Research and Development will assign an evaluator to assess the degree of attainment of the program process and product objectives. The evaluator will be responsible for collecting, analyzing, and reporting all evaluative data required for the report.

The growth in the instructional staff's knowledge of Montessori and language development techniques will be assessed through the administration of pre-post tests of teacher knowledge following pre-service and in-service activities and teacher ratings of the effectiveness of these activities. Selected teachers will also be interviewed regarding the effectiveness of the in-service program in relation to their classroom instruction.

The evaluator will organize a team of observers composed of early childhood learning specialists, including at least one with a strong background in Montessori techniques. The observer team will visit the Early Learning Laboratory at least twice during the school year to ascertain the degree to which the Laboratory is being implemented as planned. The visits will include structured observations and interviews and examination of appropriate Laboratory records and materials.

The effectiveness of the Early Learning Laboratory instructional program in improving the academic achievement of its students will be assessed through the pre-post administration of the Metropolitan Reading Readiness test to students in Kindergarten and the Comprehensive Tests of Basic Skills to students in grades 1 and 2. Results will be compared with the performance of five comparison schools.